Ontario Institution for the Education and Instruction of the Blind

Where It Is
What It Is
What It Does

HURLEY & WATKINS, PRINTERS, BRANTFORD

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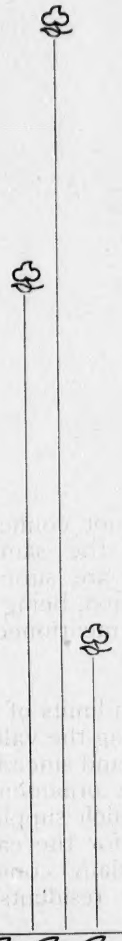


Where It Is;
What It Is;
What It Does.

A. H. Dymond,
Principal.

Ontario Institution for the Education of the Blind

BRANTFORD, ONTARIO.

Although twenty-six years have elapsed since the Ontario Institution for the Education and Instruction of the Blind was established at Brantford, many persons are still unacquainted with its character and objects. Yet, in that period, some six hundred and fifty young persons have been admitted to a participation in the privileges it offers, and a large proportion of these are scattered over the Province of Ontario and enjoying the fruits of the education they have received within its walls. The purpose of this little pamphlet is to answer enquiries as to what the Institution does or attempts to do: what class it proposes to benefit; and on what terms those who are eligible can be admitted. A few words as to the site and surroundings of the Institution, and a brief account of its origin, will first be in order.

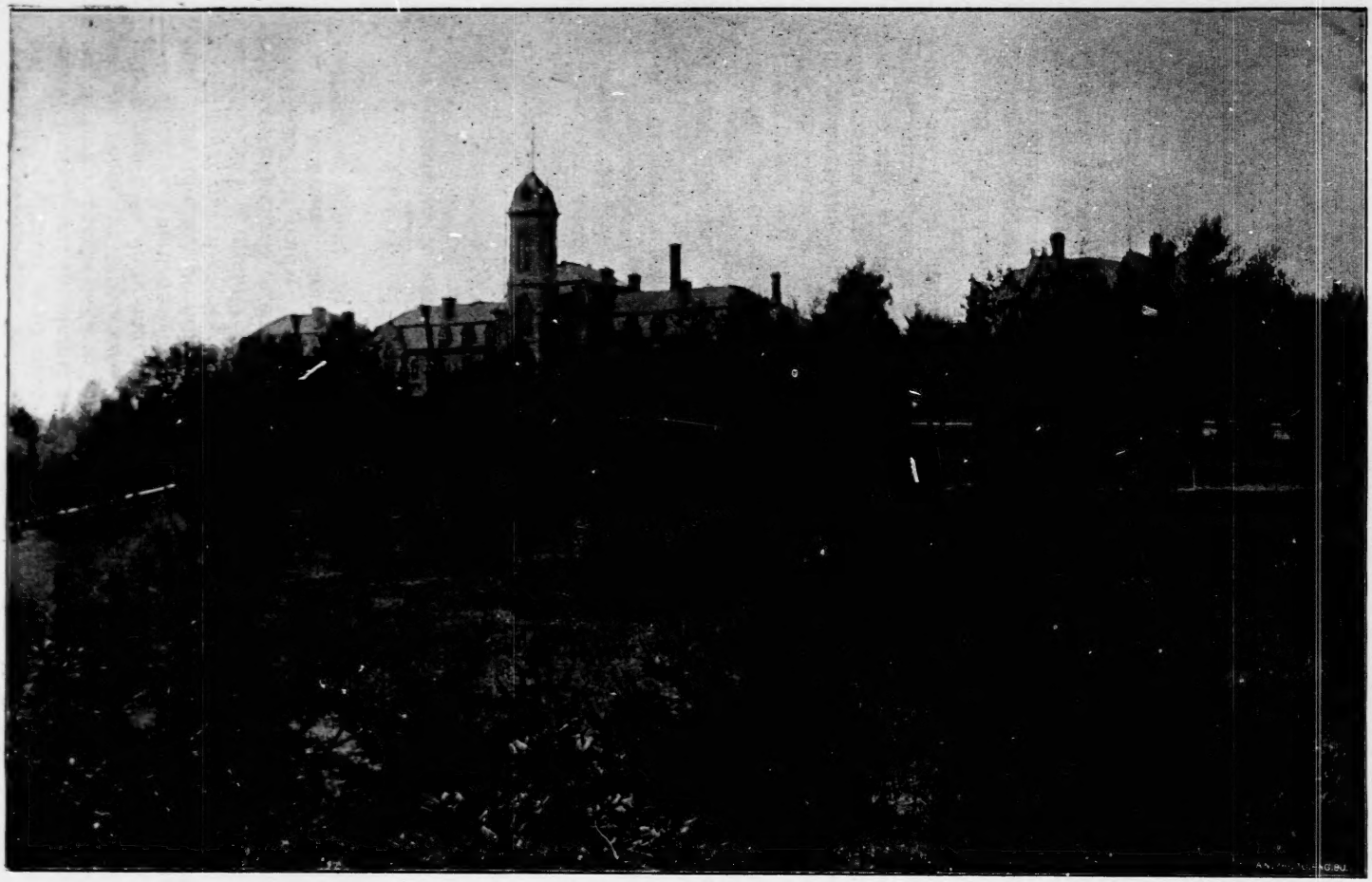
Origin

Site

The Ontario Institution for the Blind was one of the several plans of the first government of the Province, for disposing, in the interest of the community at large, of the considerable surplus of Income over Expenditure which, in the four years immediately succeeding Confedetion, had accumulated in their hands. The work was carried on under the Administration of the Hon. Edward Blake and completed about the time, in the fall of 1872 when the Hon. Oliver Mowatt assumed the office he subsequently held for nearly twenty-four years. It was built and is supported exclusively by Provincial funds voted by the Legislative Assembly. Although it is not connected with the Education Department, the grants made are of the same nature as those for the Public Schools, only that the latter are supplemented by local rates or taxes, while the funds of the Institution, being required for the youth of the whole of Ontario, come as already mentioned, entirely out of the common Provincial Treasury.

The site selected was an elevation at the western limits of the town (now city of 18,000 inhabitants) of Brantford, overlooking the valley of the Grand River, and including some sixty-five acres of land since increased to nearly one hundred acres. Part of this is laid out ornamentally and part is in farm land or orchards, the produce of which supplies roots, tree-fruits, and potatoes for domestic use, and food for the cattle kept to furnish the large quantity of milk required for daily consumption. The opportunities afforded to the pupils and other residents of the

ONTARIO INSTITUTION FOR THE BLIND
(FRONT VIEW)



ONTARIO INSTITUTION FOR THE BLIND
(FRONT VIEW)

Institution for healthful recreation are more than usually ample. No Institution for the Blind in either Great Britain or the United States will, it is believed, compare with this one in that regard. And it can be had by the pupils with perfect safety. Accidents to pupils in the grounds are all but unknown. Contrast the condition of these young people with that of most blind youths or children living at home and the superior advantages afforded by the Institution are obvious. The Institution is also greatly favored by its close proximity to the City of Brantford, one of the most enterprising in Ontario. The interest taken by the ministers of the several churches in the welfare of the pupils, the frequent intellectual entertainments to which the latter have access, and the healthy moral and social conditions generally, all act most favourably on the lives and characters of the young people thus brought in contact with them.

Qualifications

Terms of Admission

Of the pupils, and the terms of admission, it is now time to speak. The Statute defines the Institution as being "for the purpose of educating and imparting instruction in some manual art, to such blind persons as are born of parents, or are wards of a person *bona fide* resident of and domiciled in the Province of Ontario." The term "blind persons" is liberally interpreted to mean those who, by reason of actual blindness, or impaired or defective vision, are incapable of receiving instruction in the public schools or of being trained to habits of industry by ordinary methods. It will be seen that this gives considerable latitude, when the question of a pupil-applicant's eligibility for admission is under consideration. As a matter of fact, about half the pupils have some perception of objects, although all are still fairly entitled to the privileges the Institution affords. A few have already attempted to wrestle with the ordinary work of a school for the sighted. But they have fallen hopelessly behind notwithstanding the teacher's stimulating injunction to "hurry up," or, not unfrequently, kind individual help and patient forbearance. There is here or there a young person of either sex whose eye-sight is in such a critical condition that to strain it is to run the risk of losing it. Here again, although there may be no actual present visible defect, the Institution steps in and gives the pupil the education needed for the purposes of success in life, and saves the sight. With respect to age, the rule as to the limit being twenty one years is not too rigidly enforced. If pupils attain that age before their course of instruction is completed, or if a young man or woman can show special reasons for admission although over twenty-one, the Inspector can authorize the Principal to admit him or her from session to session for a limited term and definite object. A person who suffers from deafness in addition to blindness is not ineligible, as there are methods of instruction applicable to such cases. But, in other respects, pupils must be free from bodily infirmity or mental deficiency. It is not always easy all at once to decide

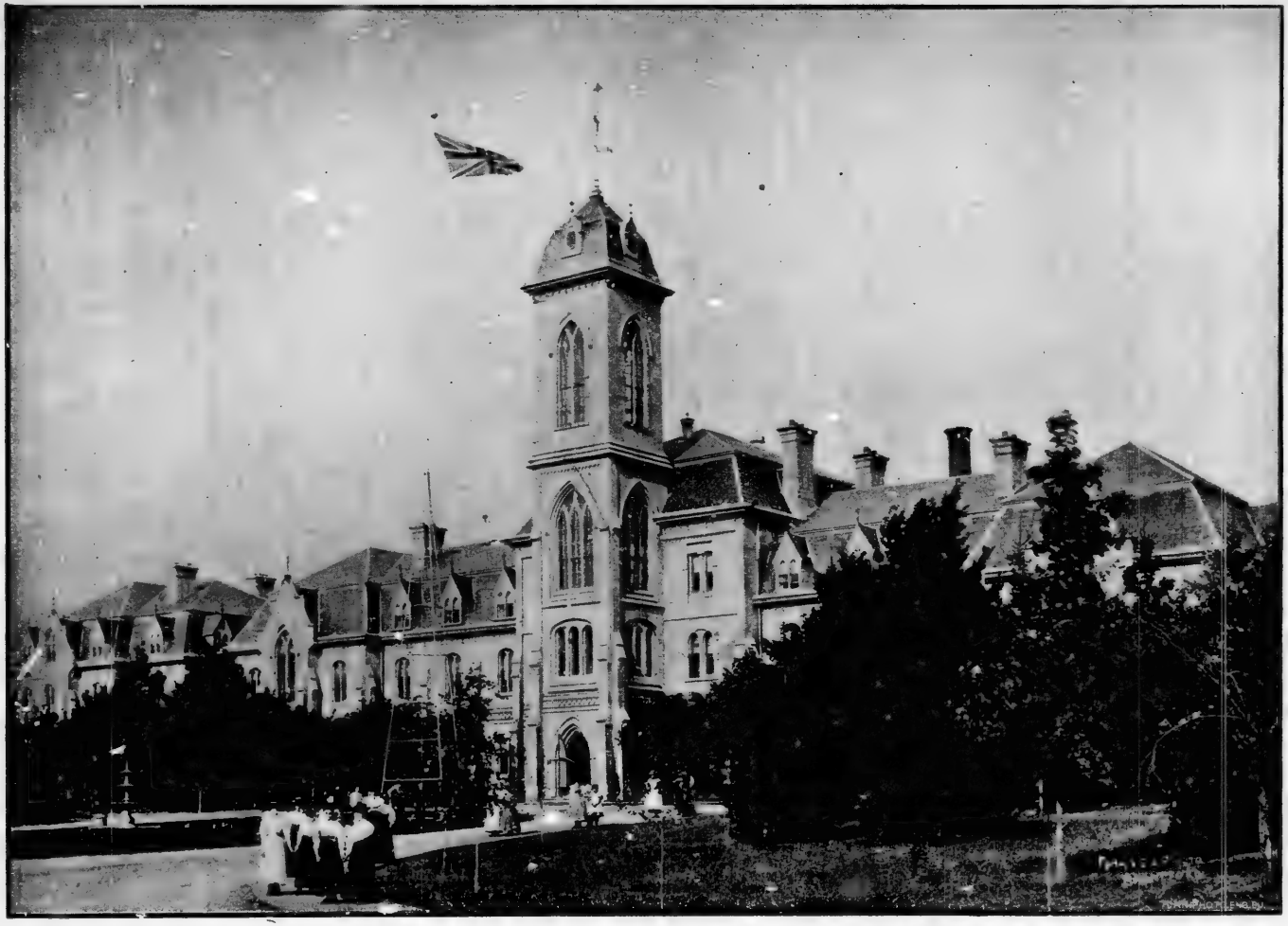
whether the defect in mental vigor is radical or only dormant owing to neglect of the child's development. People often know so little of what a blind child can do, that they do not attempt to teach it to do anything. Where a doubt exists the practice of the Institution is to admit the applicant for a session or perhaps two sessions, while his or her capacity for receiving and profiting by instruction is fairly tested by experienced teachers. Parents and guardians who have doubts on any point, will do well to communicate with the Principal and not allow time to be lost, as the earlier even a somewhat deficient child is put into proper training, the more hope there is of a successful result.

Attention to the early training of a blind child in its efforts to help itself at the table, or with its dress, and, very particularly, in habits of cleanliness and self-respect, is most necessary. It is just as easy for a mother to do her duty in these regards as the officers or attendants of the Institution, who have enough to do to attend to reasonable requirements.

The question "what is the cost of education or, what are the terms of admission?" is easily and satisfactorily answered. Board and education are entirely gratuitous if the pupil is from within the Province. All the expense is comprised in the cost of clothing and railway fares. The great boon of free education for the Blind is secured by the legislative grant already mentioned It can be accepted without reluctance or humiliation for it is provided from revenues to which all have contributed.

The Course of Instruction

Pupils enter at such a variety of ages and with such different antecedents, attainments, and objects, that it is not possible to define in writing the precise course any one will pursue. One merit of the system adopted, is its flexibility and adaptability to circumstances. In matters affecting the pupils' education there are no cast iron rules. But, taking a child, say of seven or eight years, his usual course will be as follows:—His first lessons will be those of the Kindergarten class. In this class he will learn all the little handy arts taught in the public kindergarten schools, such as weaving, sewing, plaiting and modelling familiar objects in clay. He gets his first ideas of music in the Kindergarten songs, conveying as these also do some moral lessons. His religious instruction may be said to begin here, in that simple form common to all Christians and suited to the childish intelligence. Then his physical powers are systematically developed by exercises in the well-warmed, well-ventilated and amply furnished gymnasium. He will devote a short time daily to learning arithmetic in its elementary stages, and also be taught to read. Arithmetic is rendered easy by the use of blocks or other objects, and the alphabet is mastered by the aid of embossed cards. In this way a clever child will, at the end of a session, surprise his friends by the progress,



ONTARIO INSTITUTION FOR THE BLIND
(East View)

in reading small words or even sentences, he has made. While in the Kindergarten class the pupil will have been, during his school hours. under the watchful eye of a trained Kindergarten graduate expressly selected as possessing ability as a teacher and the motherly instinct so essential to the effective training and guiding of the young.

As the pupil progresses he will gradually withdraw from the Kindergarten into more advanced classes. Among these, Geography, taught by the aid of raised sectional maps, will be one of the most interesting. On these maps our own province with its counties, lakes, rivers, railways, cities, towns, etc., is carefully studied. The Dominion with all its political divisions and geographical features is mastered. Great Britian with its commercial centres and other characteristics is made perfectly familiar to the young Anglo-Canadian, while the United States and the Continents of Europe, Asia, Africa and America are all handled in turn on the same principle. That Geography can be most successfully taught objectively is admitted. Many are the envious looks cast by public school teachers at our handsome maps, all of them made in the Institution, but too costly for the ideas of the prudent and economical school trustee.

Another very interesting subject of objective study is Natural History. This is taught with the aid of stuffed birds, animals, reptiles, and fishes. In a higher class the several parts of the human frame are made familiar by the same method. The pupils there learn something of the laws of health and all that tends to the development and maintenance of a robust and vigorous physicial condition. Among the other literary classes are those in Grammar, Reading, Writing—both in cipher and in the ordinary text—the higher branches of Arithmetic, English and Canadian History, and English Literature, with the history of which, and the great writers in the Anglo-saxon tongue, the pupils become thoroughly acquainted. A pupil of this institution taking our regular literary course will, in all essential particulars, hold his own with the highest class in the public schools, while it is probable he will really have a more complete acquaintance with certain subjects than his sighted competitors. Young persons entering at a more advanced age than those we have been considering take up such a course as they may be likely to find most useful, or as may be most in accord with their requirements. And if a student has higher literary aspirations he can be prepared by fully qualified teachers for university matriculation.

Music

The question is often asked whether the blind are not gifted with musical talent to a greater extent than the average of sighted persons? The answer must be in the negative. There is nothing in blindness to quicken musical perceptions. But, if the question is put, "Is not music a study particularly adapted to the blind?" the reply will be "Certainly, always provided the pupil has an ear that may be trained and a musical sense that may be developed and cultivated." Then the con-

centration of the mind on the study, which is easier to a blind person than to a seeing one, will help the work wonderfully and perhaps produce remarkable results. Now every pupil in the Institution who can be taught music to reasonable advantage has the opportunity. If he has the musical instinct or the perseverance that will enable him to develop even moderate powers, he may attain to a very high position indeed in his course of study. Pupils of the Institution have creditably taken the examination of the Canadian College of Organists. Only last June two of our pupils passed with honors examinations in piano and theory at the Toronto Conservatory of Music. And others without these distinctions are reaping the reward as organists and music teachers of the instruction they received at the Institution and there only. That instruction may inclulde the church organ, the piano, theory, and vocal music. There are not a few pupils who have other aspirations and prospects. They may have but limited abilities or little means of turning a long course of tuition to account when they leave school. But the knowledge of how to play the reed organ or piano correctly, or the ability to take part in a choir, or social entertainments, adds greatly to the pleasure of life and gives the possessor of such resources a standing those ignorant of music cannot enjoy. The object of the Institution is to make people happy as well as money earners, and so music becomes a powerful agent to that end. Where, without such qualifications, a blind man or woman might spend a dreary life in listless idleness, he or she may in this way attain a social position many sighted ones will envy.

People often enquire how the blind are taught music. Do they play by ear—only pick it up so to speak and play it from memory? No doubt the music has to be memorized. But that is only one stage in the operation. Blind pupils are taught music just as are seeing ones, by note. And by practice they will play just as deftly and correctly as those who have the best vision. The notes, etc., are taught in the ordinary way. Then the exercises are dictated by the teacher to the pupil who writes them in a cipher consisting of raised dots made with a stylus on stout paper, and so arranged as to constitute the several musical signs. These are read by touch, and the pupil practising at the piano reads with the one hand while he practises with the other, right and left alternately, so that either hand in turn serves for the eyes, and the piece is committed to memory and played over until the teacher is satisfied it is played correctly. And as the blind pupils usually spend several years in the Institution they probably attain a larger measure of thoroughness than many young persons whose time at school is limited. One reason among many others why a blind child should be sent to school early is, that perfection in music can hardly be secured unless the study begins very early in life. Every year of delay after the child has reached an age of intelligence is so much taken off the probabilities of excellence. In music, as in the literary classes, the teachers have a standing and experience equal to the demands of the ambition or abilities of the most advanced pupil. Examinations are held annually in

GIRLS' WALK AND FAVORITE SHADE TREE

both the literary and musical departments by gentlemen of the highest reputation in the respective professions and the results are fully set forth in the published reports.

INDUSTRIAL BRANCHES.

Piano Tuning

For those who have, in a correct ear, the first esssential for a piano tuner, and an opportunity for carrying on such a vocation, none is more suitable for a blind young man than that business. A pupil usually enters the tuning class at about fifteen or sixteen years of age, after having had some instruction on the piano in a music class. One is sometimes found who is not likely for various reasons to become a thoroughly successful pianist and yet he may make an excellent tuner. The piano tuning class usually consists of from twenty-one to twenty-five pupils. Their instructor attends twice weekly. The latter is a former pupil of the Institution, who, as the result of the training and advantages he received there has conducted a large and thriving business in this city for some years and has been honored by election to the mayoralty. He takes a deep and sympathetic interest in his pupils' success in life and has assisted many of them to attain very good positions. The tuning pupils are each allotted a portion of time daily for practice. All the pianos used in the music and tuning classes are repaired in the Institution, and the pupils have the benefit, in this way, of learning from a sighted expert much about the structure of the instrument and the execution of such repairs as a tuner is expected to undertake. The instruments are under the particular charge of the two seniors of the year, who assist beginners and generally oversee the class in its daily work. A pupil graduating from the tuning department receives a complete outfit of tools, subject of course to a report favorable to his conduct and qualifications.

Basket and Chair Making and Cane-Seating

In this branch of industry from twenty to thirty male pupils of various ages receive instruction. It is under the care of a thoroughly competent instructor, and affords a favorable outlet for the energies of pupils not specially adapted for the business previously mentioned. Its advantages are mainly: (1) The facility with which it may be carried on anywhere, either in town or country; (2) the readiness with which the product may be marketed owing to its lightness; (3) the small proportion of the cost of the material to the value of the finished product; and (4) the readiness with which the willow may be grown where the pupil lives in a country district. Cane chair seating too, is not only soon learned but can be carried on anywhere without inconvenience or a disturbance of domestic surroundings. The same remark applies to the finer rattan work generally. Then there is a coarse rattan, now imported in connection with other industries,

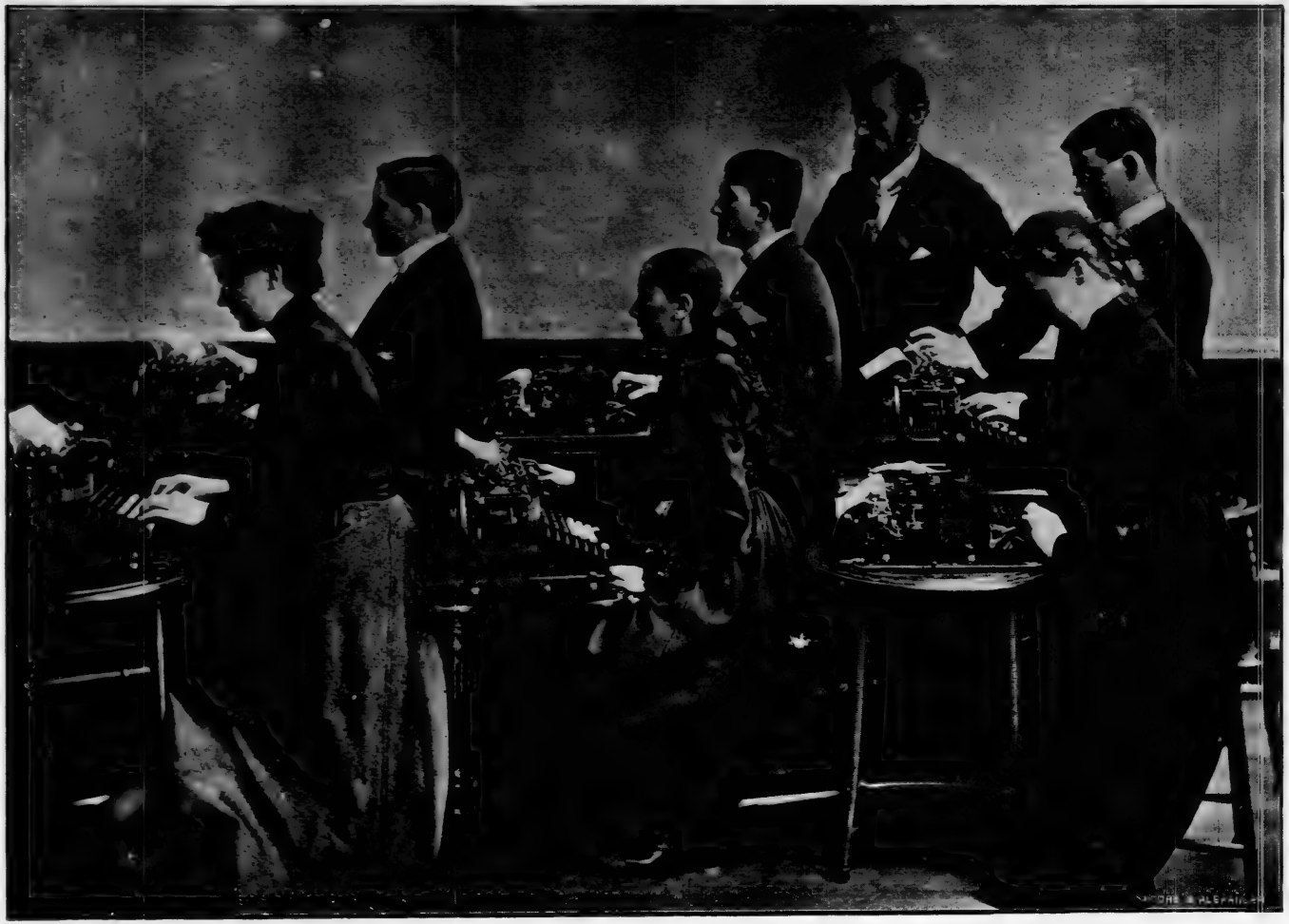
which is obtainable at a very low figure, and is suited for the rougher class of baskets. The Instructor who is always on the watch to take advantage of whatever may benefit his present or former charges, has introduced this material to them and some of the latter are doing a flourishing trade in it. A number of the younger pupils, even although in many cases they are not likely to go permanently into the workshop, attend there daily to learn chair seating and to get such an insight into mechanical methods as may be useful to them in after life.

With respect to all these industries or any that may be taught to the blind, it has to be remembered that they must always labor under certain disadvantages which they personally, or by the help of others, have, in order to be successful, to overcome. Perseverance, industry, fidelity, good workmanship are as necessary to a blind as to a sighted workman. He and his friends have no right to expect that the customer or employer will allow their interests to suffer because he is blind. There is every reason why the sighted should be more than ready to help the blind, but that will be developed just in proportion as the blind are willing to help themselves. Failures among blind graduates have almost invariably been traceable either to the want of proper spirit and energy and sterling moral qualities, or to their environment having checked whatever qualities they possessed in themselves for doing well. The willow shop graduates, like the tuners, are furnished with a liberal outfit of tools, materials, and the blocks or models used in their work, and which enable them to give it form and solidity equal to that of the seeing craftsman. The illustration given by the aid of the photograph will show what first-class goods the blind pupils can turn out.

The Sewing Class

While some of the female pupils can adopt music as a profession, and may become excellent musicians, it will be evident that the chief prospect of a blind young woman must be bounded by home limits. Whatever she does must be under protection. Her movements are thus circumscribed, and it is necessary to give her those courses of instruction which are fitted to the circumstances. The faculty of passing spare moments delightfully, and of entertaining others with music, vocal or instrumental, has been already referred to and is by no means to be depreciated. But the usefulness in the family circle will be complete if, in addition to a delightful accomplishment, the homelier ones of sewing, knitting, fancywork, yes, and cooking, are available. And all these are attainable by a moderately intelligent pupil. In the sewing room both hand and machine sewing are taught. And not only plain sewing, but every form of work for which the ingenuity of the inventor has supplied an "attachment" to the sewing machine. We do not pretend that cutting-out and fitting can ordinarily be accomplished by a blind girl, nor is it our practice to use exceptional cases to illustrate our ordinary methods and experience. Enough

PRINCIPAL'S HOUSE



TYPE WRITERS.

THE SEWING CLASS.

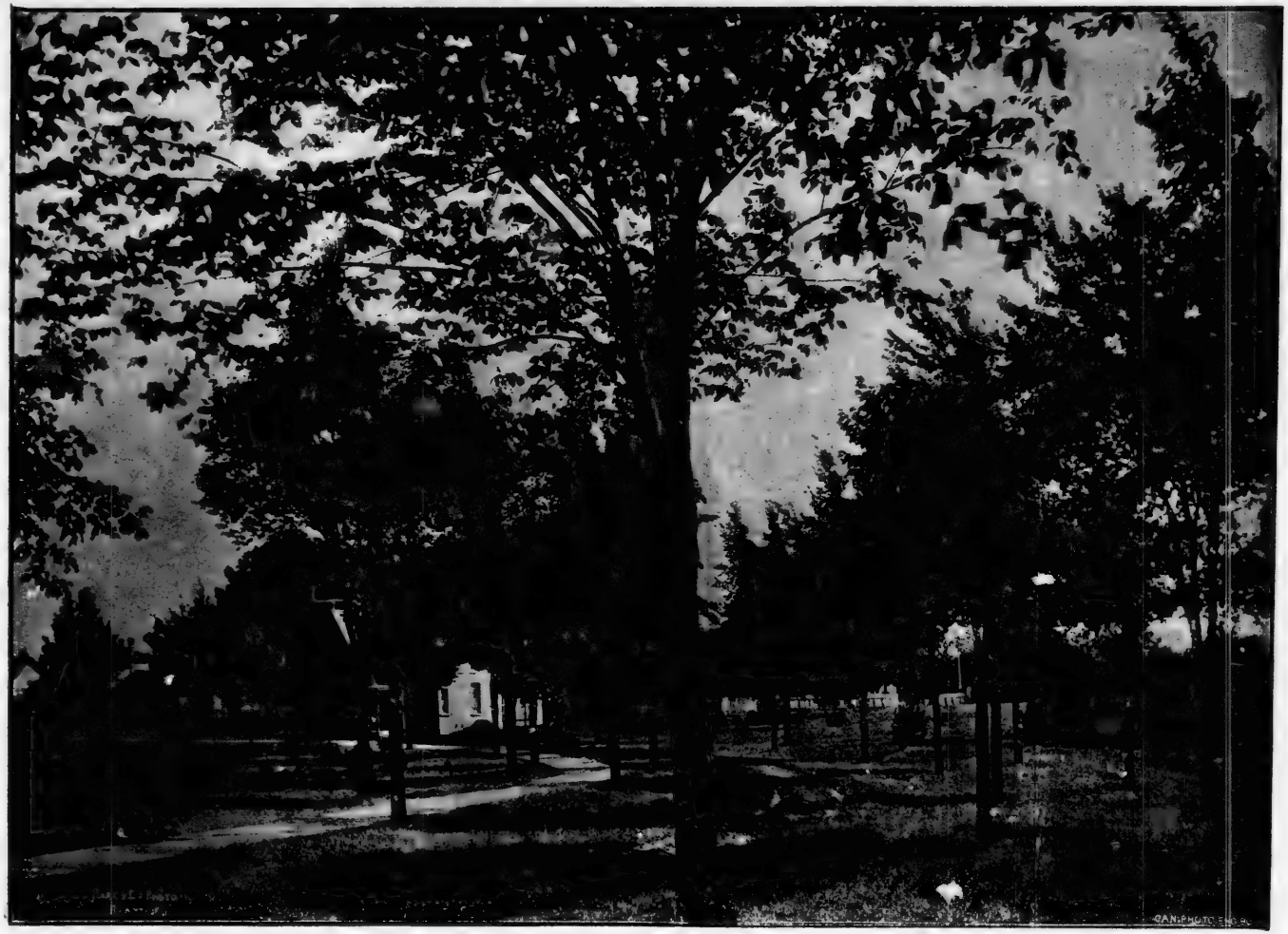
THE SEWING CLASS.

KNITTING AND FANCY WORK CLASS.

KNITTING AND FANCY WORK CLASS.

THE COOKING CLASS.

LODGE HOUSE AND ELM AVENUE



LODGE HOUSE AND ELM AVENUE

to say that the blind daughter of the family can hold her own with the limitations just indicated with any member of the household.

Knitting and Fancy Work

The classes in knitting and fancy work afford a rather wider scope for earning money than does the former branch however useful in a domestic sense the art of sewing may be. The knitting machine is easily mastered by the pupils, and there have been cases of the latter turnrng their knowledge of the machine to good and profitable account. All are taught to use it if they desire to do so or see an opening for its employment before them. But, to the variety of uses to which hand-knitting can be put, there is really no limit, and in the making of almost every description of knitted articles the way to moderate pecuniary results is always open. To this art the pupils take more readily than to almost any other work. All find it a most agreeable mode of occupying their leisure and many execute orders from friends who are glad to pay a fair price for the goods. Under this head crocheting, string work and the production of other fancy articles are included. At the great exhibitions on this continent and in Great Britain both our Sewing and Knitting room specimens of work have been most favorably commented on.

The Cooking Class

Let it be understood once for all that this class is not designed for turning out what are known as professed cooks. To that distinction the most ambitious of our pupils does not aspire. But no one will deny that, as affecting the health and comfort of the family, cookery takes a front place. And if the blind daughter can cook the dinner, lay the table, and wash up the dishes while her sisters mind the store or teach in the school, and the mother performs her numerous matronly duties, the blind girl will be a treasure. All this the blind female pupils are being taught to do. At present this class is limited for want of space to a small number and its operations have been somewhat curtailed in consequence. But sufficient progress has been made to show how much may be done. Nor is the cooking class a novelty in the education of the blind. It is now to be found in several institutions. The experienced head of one of these not long since mentioned the case of a blind girl who had nursed a sick mother and done all the household work, including cooking for a large family, the other members of which were engaged during the day in various avocations, for six weeks, after which the young lady returned to school and resumed her music studies, in which she was a proficient. But it was the cooking class that had prepared her for one

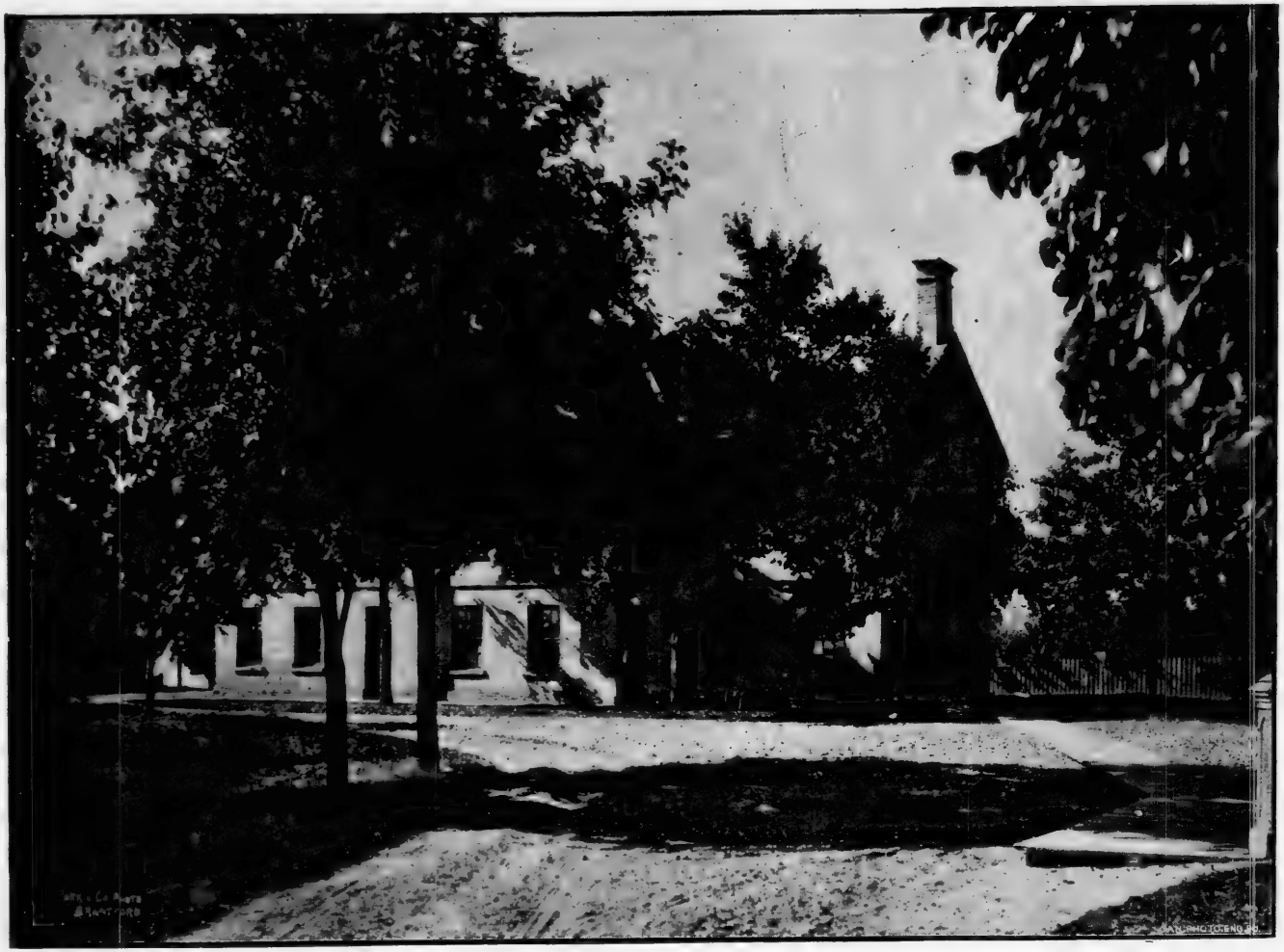
of the emergencies of her life. The cooking class devotes its time alternately, day by day, to the practical and theoretical, the preparation of food, and the study of the nature of food and its relation to the wants and support of life.

Bead Work, Netting, etc.

A large number of pupils, both male and female, learn bead-work, and find both when at the Institution and later, a profitable sale for many beautiful little productions of this kind. Not a few have also been indebted to the sewing instructress for a knowledge of the art of netting. Hammocks, and goods of that description, have been the line chiefly cultivated. In all that is done, the object is to attain the practical, not merely the showy and ornamental. What has been often said can hardly be too often repeated, namely, that the question is, not what can a blind boy or girl be taught, but what can they turn to account profitably when they have been taught. It is very difficult to put a limit to the possibilities of what some blind persons may or can do. But in the first place the blind as well as the sighted are not to be measured by the capacity of a few, but by the average capacity of the many, and secondly, mere capacity of even the average of the class does not decide what is their best resource in the competition with the world in which they are in a small minority.

Physical Culture—Gymnasium

The importance of first considering the physicial needs of the pupils by selecting the finest and most healthy of localities as the site of the Institution was, as has been shown, duly recognised. But, given the most healthy surroundings, it is now universally admitted the blind youth wants something more. Those robust exercises in which sighted youths indulge, and which go so far to develope the muscle and give a tone to the whole system, are almost altogether beyond the reach of the blind. The tendency of blindness is to limit all physical exercise and to acquire an awkward gait and a generally inactive habit. Nothing but a well-equipped gymnasium and an expert instructor can overcome this. For the past six years or more the Institution at Brantford has had the benefit of these advantages and with the most marked beneficial results. Well warmed and ventilated, the gymnasium can be used at all seasons, and is a splendid place for recreation even when not needed for systematic instruction. The classes assemble at fixed periods as part of the regular curriculum, and are put through their several exercises according to a perfectly scientific method. The girls execute the several movements connected with marching drill, club-swinging, use of dumb bells, bar bells, etc., the boys the foregoing, and in addition vaulting, climbing, swinging, use of parallel bars and other well known-movements. In these they become so expert as to excite the astonishment of sighted athletes.



THE WILLOW WORK SHOP

How the Day is Spent

A brief sketch of the daily life of the pupils will be interesting. The day begins with the ringing of the large bell at six a. m. That is the signal for every one to be stirring. Seven o'clock is the pupils' breakfast hour, and at eight it is expected that beds shall be made and the dormitories in order for the domestics to perform their duties. Pupils on both sides of the house are required to make their own beds, although some juniors are unequal to that task, and a good deal of "tidying" is necessary in the case of not a few others. At eight the bell summons the pupils to roll-call and prayers. The attendance of all is obligatory on this occasion. The services, consisting of singing, Bible-reading and prayers, is, so far as the members of Protestant churches are concerned, conducted by the Principal; the Roman Catholics retire to a separate room, where prayers are read by an officer of their communion. At eight-thirty the pupils assemble in classes for Bible study. At nine the several literary, musical, and industrial classes begin the day's work and, with brief intervals, continue in session till twelve. Dinner shortly follows, then recess till one-fifty, when classes resume till four. After that hour all are at liberty except those who have music practice, or duties connected with piano tuning, the workshop department, or gymnastic exercises. At five-thirty comes supper and a recess at the disposal of the pupil till eight. Then the bell summons all except juniors who retire early, to reading, which consists of selections from the daily papers, so as to keep all well informed of current events, and some entertaining book. At eight-forty-five, letters received during the day are read to the recipients; at nine comes evening roll-call and prayers, and all retire for the night. On Sunday the time is partially occupied by Sunday school classes and attendance, under the care of the officers, at church in the forenoon; religious service in the Music Hall in the afternoon, this conducted by the ministers of the city in rotation, and, in the evening, reading as on other days. During the intervals of recess a large amount of out-of-door exercise is insisted on. Broad sidewalks and other facilities make walking safe and pleasant. There is a fine open space available as a playground for the boys; there are seats under the shade trees for the girls, and ample opportunities for recreation everywhere. And all without any risk of accident or intrusion of an objectionable character. The male pupils resort to the city by special leave, care being had that only those capable of taking care of themselves shall enjoy the privilege. The female pupils never leave the grounds without a suitable attendant. For in-door employment, in addition to various games played by the use of special contrivances which need not be here described, reading in books supplied by a well-furnished library, and writing in the point print cipher already alluded to, letters to friends, or transcribing books or music for private use, fill up the hours of leisure. As a rule the blind crave employment and eager-

ly seize on whatever will afford it. Unlike sighted children the blind boys and girls have no fixed tasks to prepare out of school hours but they have studies by way of preparation for the morrow nevertheless, and much done in recess is really connected with the work of the classes. Then, with the girls, knitting and crochet work are a never failing resource. Music practice again, with the more advanced pupils, leaves little time for leisure. So it will be seen that life in the Institution is a busy, active life, very different from what the imagination often pictures, and altogether the reverse of that which the blind child or youth is condemned to pass at home. It may safely be affirmed that, allowing for all the defects incidental to their various conditions, and often the lack of any early training, it would be hard to find any body of young people in this province more happy, lively, intelligent and self respecting than the pupils of the Ontario Institution for the Blind.

Domestic Arrangements

The character of the main building of the Institution is shown in the frontispiece. The ground floor is devoted to class rooms, business offices, reception room, etc., etc. On the floor above are the pupils' dormitories, officers' private rooms, nurses' apartments, and library. On an upper floor in the centre of the building is the large Music Hall, with its fine pipe-organ and a few rooms used for tuning and music practice. In the rear annex are the dining rooms, domestics' quarters, kitchens, store-rooms, and bakery; while, beyond these again, are the engine rooms and laundry. The workshop is in a separate building. At a short distance from the main building are the houses of the Principal and Bursar. The engineer occupies the lodge house at one of the entrances to the grounds. With two or three exceptions the officers reside on the premises. The general management devolves upon the Principal, while the Bursar attends to all financial matters and the purchasing of supplies. The matron, subject to the direction of the Principal, has entire charge of the domestic departments. Then, in either wing, is a thoroughly competent nurse who attends to the boys and girls under her charge in all matters relating to clothing or health, subject, of course, to the matron's general oversight. The dietary is a very generous one, quite equal to that of any high-class boarding school if not superior to most. The pupils have a hot dinner daily, with dessert, and as great a variety as can be desired. At the same time, the pampering of the appetite is discouraged, and pupils so indulged, as is too often the case, at home, soon learn to enjoy the plain but plentiful and wholesome provision made for them.

The warming of the building and workshop is provided for by two large steam boilers connected with some twenty thousand feet of steam pipe and ensuring perfect comfort in the most inclement season. Baths and lavatories are connected with the main building and hot water is at all times available.

WILLOW-WORKERS

GYMNASIUM—GIRLS' CLASS

Watchfulness over the pupils' health, and prompt treatment in case of sickness, are further secured by the attendance daily, unless he is specially notified he is not required, of an experienced physician.

Discipline

It is pleasant to be able to state that the maintenance of order and discipline is no difficult task. This is not because the pupils of an Institution for the Blind are free from errors of will and temper, or such faults as are to be found in the sighted youth of our country. In some respects they may be a little more difficult to deal with because not a few have been more or less either neglected or over-indulged as the result of their condition. But, without any active measures, the home life of the Institution and constant association and contact with a body of officers who understand thoroughly the characters and tendencies of the young people around them, beget a habit of restraint and self-control and supply a preventive more effectual than severe rebuke or punishment of any kind. On the other hand, discipline has to be maintained, and no hesitation is shown in its salutary exercise when it is required. Coporal punishment is only resorted to at very long intervals, and when it is felt that a sense of the disgrace attaching to it rather than the pain inflicted is necessary to meet some grave delinquency. In other cases a curtailment of privileges for a time, or a little period of solitary meditation in the "reflection room," usually leads to an early admission of the fault and a promise of amendment. In this connection it may be well to remark that no rule is more stringent than the one prohibiting the use of tobacco in any form. Unfortunately this habit is too often acquired before the pupil joins the Institution; and enough care is not taken by the parents and others to prevent the indulgence in it during vacation. Hence the struggle has to be renewed again and again, much to the disadvantage of the pupil's standing and greatly to the annoyance of those in charge. It is well all concerned should understand that a persistence in this offence has meant, and may at any time mean, the pupil's exclusion and loss of all privileges. The male pupils are under the special charge of a male officer when not actually engaged in their respective departments of study.

Correspondence

Pupils can correspond with their friends as often as they please, and once a month it is obligatory on them to do so. On that occasion the postage is provided by the Institution. All letters received for pupils are opened by the Principal and handed by him to the respective officers on duty in closed envelopes, to be read to the receivers. The strictest confidence is observed in regard to the contents of such letters. Money remitted for pupils is placed in the hands of the Bursar, who gives a deposit note for it, and it can be drawn out as required. This method avoids the risk of money being dropped or lost, with the disagreeable results such accidents are likely to entail.

Religious Instruction

The pupils of the Institution are, as may be supposed, of many religious denominations. And it is pleasant to be able to say that, while the opinions of all are respected, no case of undue interference with those of anyone is ever known. It has been already mentioned that the Roman Catholic pupils, of whom there are usually quite a number in attendance, retire for their daily devotions to a room where prayers are read by an officer of their own communion. The latter also conducts their course of religious instruction in Sunday School and Sunday afternoon services and acts as guide when they attend their own church. A lady teacher has charge of the daily scriptural instruction of the pupils of her own (Roman Catholic) communion. The pupils of other churches attend them on Sunday a. m., in charge of officers, and the respective ministers in rotation conduct the services in the Institution Music hall on Sunday afternoon. They take a deep personal interest in those pupils who are members of their several congregations. It will be seen by the above that, during the important period in the lives of the pupils passed in the Institution, all reasonable care is taken to cultivate those influences which are likely to conduce to a well ordered and religious life.

Vacation

The vacation extends from the second Wednesday in June to the second Wednesday in September. A number of pupils whose residences are within a comparatively short distance of Brantford usually take a few days at Christmas but on that occasion their friends and not the Institution are responsible for their safety. Previous to the summer vacation all parents or guardians are notified of the place and hour at which the pupil may be expected to arrive, and a reply is requested in order to avoid any possibility of mistake. A similar exchange of notices takes place when the pupils re-assemble. A guide accompanies every party of pupils to their destination. The railway companies grant special rates for the round trip on very liberal terms. It is cause for profound satisfaction that, in the twenty-six years of the Institution's existence, no accident attended with bodily injury has ever befallen a travelling pupil. The care taken by the guides and the very kind and thoughtful attentions of the railway officials, who take a friendly interest at all times in the blind travellers, have conduced doubtless to their immunity from harm and danger.

Visitors

Visitors desirous of inspecting the work and methods of the Institution are welcomed at any time during school hours and conducted through the building by an attendant. Saturdays and Sundays however are closed days. It may here be remarked that, while every attention is paid to the enquiries of visitors who are invited to ex-

GYMNASIUM—BOYS' CLASS.

ercise an intelligent curiosity at all times, remarks on the personal condition of the pupils and questions as to individuals, are much to be deprecated however kind the motive that prompts them. Exclamations of sympathy or wonder often wound their objects when, possibly, a very different intention pervades the mind of the visitor.

Pupils' friends and relatives are entitled to visit them when they please, except on closed days, and hospitality is extended as far a possible, but, unless by previous appointment, accommodation at night cannot be guaranteed. It is believed that a personal visit by parents will tend to strengthen the confidence they feel in the arrangements made for their childrens' education and welfare. The free public concerts held at Christmas, and on the dispersion of the pupils in June, are opportunities for showing the character of much of the work accomplished.

What the Institution is not

Much has been said in the foregoing pages to show what the Institution is; a few words will not be out of place to show what it is not. It is not an asylum in any sense of the word. A very liberal policy is pursued with regard to the Educational term. Pupils as a fact remain as long as they can be shown to be gaining practical benefit thereby and conduct themselves properly. But, whatever their needs, a permanent home or asylum either for them or others of the adult blind must be found elsewhere.

The Institution is not a hospital or infirmary for the treatment of blindness. But, once a year, an eminent oculist visits the Institution and examines the pupils with the view of ascertaining if there be a prospect of treating the eyes surgically or otherwise with advantage If the oculist reports of any case affirmatively, and the friends of the pupil consent, the latter is sent to one of the hospitals with an ophthalmic infirmary attached to it, and is there treated accordingly. The expense is met by the Institution. This arrangement should be borne in mind by the friends of young persons whose vision is affected and who frequently allow even years to elapse, to the permanent injury of the pupil's education, when, if placed in the Institution he would be able to obtain the most skilful treatment and intellectual training concurrently and without cost. Especially should the inducements held out by quack faith curists, and the like be disregarded. The science of ophthalmatology is now so thoroughly understood by men who have spent the better part of their lives in its study, that it is repugnant to common sense to suppose pretentious ignorance should suceeed when they fail. Such cases usually drift into the Institution at last, but the waste of money and time the snares of these empirics involve is often painful to contemplate.

How to Obtain Admission

The general circumstances governing the admission of applicants for the privileges of the Institution will have been pretty fully gathered from the information already supplied. The friends of anyone presumably eligible should write to the Principal and state the grounds of their application. They will then receive a paper containing questions the answers to which will enable the Principal to decide as to the applicant's eligibility. The decision being favorable a pupil can be admitted at any time. If the applicant is over twenty-one years of age the consent of the Inspector is required. Any facts bearing upon the history of the pupil and the loss or deterioration of vision should be communicated, especially when there is the least prospect of benefit resulting from such treatment as the oculist may recommend. Where there is partial vision too, it is well the Principal should be in possession of the reasons which may make any modification of the curriculum of the pupil, or the methods of instruction desirable.

Inspection and Controul

The Institution is under the direct supervision of the Inspector of Public Institutions and periodically visited by that officer. To him, as the representative of the government, all the officials are strictly responsible. And while it is very satisfactory to be able to state that, for many years, an appeal to the Inspector as against the management has been unknown, it is desired that all persons having a complaint to make or suggestions calculated to be of service will frankly communicate them. The last thing those in charge require is, that anything should be withheld that may enhance the comfort and happiness or aid the progress of the pupils and thus strengthen the Institution in the confidence of the public. It remains only to add that all applications for admission or information should be addressed to

THE PRINCIPAL,
Institution for the Blind,
Brantford,
Ontario.

Supplementary Note

Piano Tuning Since the foregoing was written an important change has been made in the Piano Tuning Department by the engagement of a resident Instructor. This places every pupil in that branch under the eye of the teacher during the former's daily practice, and gives him a correspondingly increased number of lessons. The Instructor is also a highly qualified repairer, and can thus impart to his pupils all the information in that very important part of their future business they will be able to turn to good account.

Typewriting This is a new feature in our course of instruction, and is already to be found in most well-organized schools for the Blind. It supplies the pupils with a means of correspondence very superior to the pencil and grooved card. It has even enabled the Blind expert to act as a copyist or amanuensis, although in this direction the opportunities for profitable employment must be limited.

Circulating Library for the Blind The establishment of a Circulating Library for the Blind in connection with the Institution has been a great boon to the Blind of the Province. It is available by all blind persons within provincial limits. The books are carried to and fro by the mails without charge. They are in type suited to the conditions of all classes of blind readers. Application to be placed on the list of borrowers should be addressed to the Principal of the Institution.